



ONTARIO DEPARTMENT OF EDUCATION

CURRICULUM P1, J1

INTERIM REVISION INTRODUCTION AND GUIDE

1967



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CONTENTS

| | |
|---------------------------------|----|
| FOREWORD | 1 |
| INTRODUCTION | 2 |
| RE-STATEMENT OF APPROACH — 1967 | 4 |
| The Classroom and the School | 5 |
| Timetables | 7 |
| Homework | 9 |
| The Progress of Pupils | 10 |
| Appendix | 14 |

FOREWORD

A curriculum, in the widest sense, includes all educational activities planned by the teacher for the pupil in the processes of instruction. In order that these processes may continue to be effective in achieving the aims of education, the curriculum must keep pace with the changing needs and demands of the society for which it is designed.

The current updating of courses of study is not intended to be a major revision of the curriculum. Rather it is a re-statement of approach with an updating of certain parts of the existing *Programme of Studies for Grades 1 to 6 of the Public and Separate Schools* (1960).

This updating is but one step in a continual process of adaptation and revision. Major changes in the Kindergarten and Grades 1 to 6 programs may be expected to follow the report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (Hall Committee).

The Interim Revision embraces the following courses of study:

Curriculum P1, J1 — Introduction and Guide (to be used in conjunction with each of the “subject” booklets)

Curriculum P1, J1 — Art

Curriculum P1, J1 — English

Curriculum P1, J1 — Mathematics

Curriculum P1, J1 — Music

Curriculum P1, J1 — Physical and Health Education

Curriculum P1, J1 — Science

Curriculum P1, J1 — Social Studies

The provision of French in Kindergarten and Grades 1 to 6 is a matter of decision by local school boards, subject to their meeting the requirements of the Department of Education.

INTRODUCTION

The following extracts are from the *Programme of Studies for Grades 1 to 6 of the Public and Separate Schools*, issued by authority of the Minister of Education in 1937. These aims of education are still applicable, pending completion of the report of the Provincial Committee on Aims and Objectives of Education.

EDUCATION FOR DEMOCRATIC LIVING

“Two considerations must govern the framing of a program for the elementary school. The first consideration is the kind of society in which the child lives and for which he is being prepared; the second is the nature of the child’s development.

“The schools of Ontario exist for the purpose of preparing children to live in a democratic society that bases its way of life upon the Christian ideal.

“Such a society aims to provide the greatest possible opportunities for the self-realization, security, and happiness of every individual in it. It attempts to secure certain basic freedoms, to maintain legal justice, to achieve economic justice, and to afford the individual opportunities to participate in all decisions affecting his welfare.

“From each individual a democratic society expects the finest service of which he is capable and a willingness to make sacrifices for the common welfare. It demands that he recognize and accept his responsibility to act not only in the interest of self but in the interest of all.

“The citizen of a democratic state lives in a society that is constantly undergoing change. He must, therefore, be able to adjust himself to new and changing conditions, and he must have the flexibility of mind that will enable him to meet changing conditions with intelligence.

“A further characteristic of a democratic society is its group organization. In order to pursue the ordinary concerns of living, people associate themselves in social groups of various forms. The family, the school class, the church congregation, the club, the circle of friends, the municipal community, workers or business associates engaged in similar pursuits, are examples of these

groups; and when one speaks of a person as ‘a member of society’, one thinks not only of his citizenship in Canada and the Commonwealth, but of his membership in such groups as well. Members of such a society need to know how to help one another to get things done. Educators accordingly attach great importance to the development of those qualities that enable the individual ‘to work with other people,’ ‘to get along with others,’ ‘to act in a socially acceptable manner,’ ‘to develop a socially satisfactory personality,’ ‘to be a good citizen.’ Cooperation in a democratic group requires self-control, intelligent self-direction, and the ability to accept responsibility.

“The habit of effective behaviour in accord with the principles of democratic living must be developed over a considerable period of time, by experience and practice, beginning early in life. It cannot be developed by coercion, but must be accepted willingly as a desirable form of conduct. Nor can it be acquired from the verbal teaching of precepts. No reliance can be placed on the study of a single textbook or the setting up of a course in ‘democracy’ to teach the habits of democratic living. They can be learned only through meaningful social experience at the child’s own age level. The program of the school must provide these meaningful social experiences in situations that require the exercise of qualities of helpfulness, self-direction, and acceptance of responsibility — qualities that enable the individual to act constructively with others in order to get things done. The school must set up for its pupils an environment in which, through use, they may learn the social techniques, derive the attitudes and beliefs, and develop the abilities and skills that social life in a democratic society requires.

THE SCHOOL’S THREEFOLD TASK

“In order that the individual may take part successfully with others in any undertaking, he must understand the requirements of the situation, accept as his own the aims and purposes of the group, and possess or learn the skills or techniques that are necessary to perform this part of

the group undertaking. Similarly, for successful social living each member of society must understand the nature of the society, accept its ideals, and master those conventions and skills commonly employed in modern social life.

“The task of the school, therefore, may be regarded as threefold:

“1. The school must help the child to understand the nature of the environment in which he lives. It must help him to understand the human relationships involved in the working of his society, as well as the physical environment in which his society exists. In the Programme of Studies that follows, provision is made for growth in the understanding of the more intimate human relationship through literature; of society in its more organized forms through the social studies; of the physical environment through science and certain aspects of arithmetic.

“2. The school must seek to lead the child to choose and accept as his own those ideals of conduct and endeavour that a Christian and democratic society approves. This acceptance will depend largely upon the friendly personal relationship established between teacher and pupil, the kindly atmosphere and cooperative spirit of the school, and the purposeful manner in which the daily life of the school is conducted.

“3. Finally, the school must assist the pupil to master those abilities that are essential to living in a modern society. It must be borne in mind that the school’s historic function is to provide for the literacy of the population. When it was established, it was charged with the task of teaching all the children of the community to read, write, and cipher. The growing complexity of society has increased rather than diminished the need for all its members to be able to read efficiently and critically and to make simple calculations with accuracy.

“The skills involved in communicating ideas and emotions to others and in receiving communications from them are provided for in the courses in English, Arithmetic, Art, and Music. The resourceful teacher will arrange his work so that many of the activities of the school, whether in the field of Science, of English, or of Social Studies will be organized to provide social experience.”

RE-STATEMENT OF APPROACH – 1967

Expansion of knowledge makes it essential that children develop concepts of a fundamental nature and significance. The teacher's role is to provide for numerous related experiences of broad scope, high calibre, and sufficient detail to bring meaning and understanding to the pupil's realm of knowledge.

There is now a world-wide trend away from the kind of teaching that seeks only to give pupils a store of accepted information for future use. Teaching is now being reoriented to lead children in a type of activity directed toward the discovery of truth, the acquisition of meaning, and the understanding of relationships.

Activities worth inclusion in the elementary school program must be functional, real, and appropriate for the child's level of understanding.

The following extract from *Education in a Technical Age* – a report of the World Confederation of Organizations of the Teaching Profession held recently in Stockholm – gives some indication of the place of understanding in the education process.

“Thus the fundamental demands of the technical age require the harnessing of the rational powers of the mind, and the development of transferable intellectual skills. The successful citizen of an advanced free society must be able to recall and imagine, to generalize and compare, to evaluate and classify, to analyze and synthesize, to deduce and infer. He must be able to base his choices and actions on understandings which he himself achieves and on values which he examines for himself.”

When it comes to putting principles into practice, we are dealing with “curricula,” “programs of studies,” “courses,” and “textbooks.” A curriculum is all these and much else that may be devised by a teacher as activities to aid in instruction. A program of studies comprises courses. Textbooks, which usually cover subject matter to be taught in courses of study, are not, however, comprehensive. *Circular 14* makes it clear that “the list of books approved for grant purposes for use in Grades 1 to 6 has been expanded to include books that do not ‘cover’ an entire course. . . .”*

The successful implementation of this revised program depends upon the thousands of teachers who like children, who understand how they grow and develop, who know both subject matter and those skills needed for continued self-education and whose methods of presentation lead pupils to understanding and appreciation, knowledge and responsibility.

**Circular 14, Textbooks*, Ontario Department of Education, 1966 (p. 1).

THE CLASSROOM AND THE SCHOOL

1. It is a challenge for each teacher to provide the best possible environment for the children within his classroom, whatever its size, lay-out or equipment. With an understanding of children and how children learn, an imaginative teacher can create surroundings that are exciting, challenging and satisfying. He can promote an atmosphere of security and emotional stability where children know they are respected as persons. In such a room children develop favourable attitudes towards education and towards life itself.
2. Within each classroom there should be provision for a wide range of experiences and activities in order that children may take an active part in their own learning. Rich and varied materials stimulate curiosity, experiment and discovery. Children should do as much as possible by themselves since the more they learn through their own experiences and discoveries, the more meaningful and lasting their learning will be. An ancient Chinese maxim strikes one as very appropriate:
*I hear and I forget;
I see and I remember;
I do and I understand.*
3. When a classroom is treated as a workshop, activities for small groups and individuals can be initiated more readily. Since movement is essential to activity, it is not enough to accommodate pupils in rows focussed on one teaching position. Furniture should be movable, and easels, blackboards, etc. should be adaptable to various teaching locations in the room. Children should help in arranging furniture and be allowed to have their say in the storing, displaying, and changing of materials. The teacher may encourage children to suggest ideas for the organization of such activities.
4. All rooms should have centres or areas assigned to specific activities and experiences. The centres change in character with the developing needs of the chil-

dren. In collaboration with the class, the teacher determines the number and kinds of centres, procedures for the use of materials, and the number of children who will be involved in each activity.

Learning centres vary in type, number and arrangement from room to room and from grade to grade. Various types of centres are suggested below:

- a reading area with a variety of books, globes, maps, atlases, pictures, folders, brochures, newspapers, magazines, etc.;
- an art centre with materials for drawing, painting, modelling, etc.;
- a construction centre with a workbench, tools, and materials such as boxes, cartons, string and scissors;
- a sand table with suitable equipment;
- an area with a frame, a folding screen, or other equipment with which children can create such units as house, store, post office and doctor's office;
- a mathematics centre with manipulative materials, specialized instruments, display space, etc.;
- a centre for science activities that provides specimens, tools, materials, etc.;
- a water centre with receptacles, measures, siphons, etc.;
- a centre for table-top activities including educational games and puzzles and small construction materials;
- a visual aids centre including magnetic board, flannelboards, pegboard, slides, filmstrips and projector;
- a writing centre with materials such as lined and unlined paper, pencils, pens, felt pens, word lists, word files, dictionaries (picture and other).

Learning centres may be considered as places where the classroom is linked with the world outside the school.

5. Displays of children's work contribute much to the attractiveness of the school. Greater interest and better learning occur when displays are changed fre-

quently and new and arresting arrangements appear. As time goes on, every child should be allowed to try his hand at arranging these displays, and learn to do it himself. Displays may be put up in appropriate places such as bulletin boards and walls which, in some cases, will have to be covered to permit the use of fasteners. However, no work should be displayed on windows since it obstructs light and interferes with the architectural design of the school.

6. The emotional climate of the room and of the school is of fundamental importance for, if the child's emotional needs are being met satisfactorily, almost everything he does will be favourably influenced. *At all times the tone of a room will be a reflection of the teacher's attitude towards children, education, and himself.* The teacher is the key factor in helping children feel that they are members of a community and that each can make a contribution to it.

TIMETABLES

1. Every teacher is called upon to make timetables. These are simply plans to ensure that children will enjoy a balanced program of studies and that they will learn with maximum efficiency. They help teachers organize their work so that the goals of the curriculum may be reached. It must always be kept in mind that their primary purpose is to help the teacher to meet the needs, abilities, and interests of the pupils.
2. Since situations differ from classroom to classroom, no two timetables in a school need be alike. Factors that affect the timetable are the ability of learners, the studies in progress, the teacher, and the location of the school. In other words, the timetable must be carefully tailored to meet the educational situation it is to serve.
3. A timetable should be flexible. It must not unduly dominate arrangements for teaching and learning. Should any phase of learning be obviously in need of more classroom time than is indicated on the timetable, this time must be made available. Should some children be attracted to a certain activity not provided for in the timetable, and the teacher considers it worth pursuing, time should be provided for it.
4. The current practice of integrating subject matter adds to the demands for flexibility of the timetable. Subjects are usually arranged separately for convenience in the classroom, but it is recognized that such an arrangement tends to be artificial. Educators have therefore proposed certain formal teaching methods such as the *project*, the *enterprise*, and the *unit* to facilitate the integration of subject matter. The timetable should make room for this by allotting large blocks of time. Below is a specific example of how a timetable may be readjusted to meet the needs, abilities, and interests in a particular classroom:

When some of the children in a class have been found to be using English ineffectively, it is probably best not to schedule extra periods of formal English for them. Such pupils will achieve greater competence in expression if emphasis is shifted to language learning of a more direct and concrete nature involving activities such as:

- a) investigating a topic or developing a project in Social Studies or Science that requires reading, reporting and evaluating;
 - b) reading additional books and magazines from the library — some of them during school time scheduled for this purpose — on any other subject in which they have a present, even if passing, interest;
 - c) excursions, visits, films, etc. which, especially for students whose home language is not English, would provide a core of experiences as subject matter on which to express themselves in English.
5. Large blocks of time will also appear on the timetable for reasons other than integration of subject matter. Provision will have to be made for large and small discussion groups, trips and excursions, visits to libraries and other educational institutions, quiet reading and research, or for taking part in physical activity, including play. Periods of time of varying lengths must also be devoted to the production of literary and visual art works, to the performing arts, and to activities of special interest to particular individuals. These periods are for gaining knowledge, for enjoying varied experiences, and for producing numerous forms of original work based upon these experiences.
 6. The disciplines inherent in the curriculum must, of course, be reflected in the timetable. The subjects mentioned in the program of studies are as follows: English, Physical and Health Education, Social Studies, Science, Art, Mathematics, and Music. *These*

subjects must receive regular attention. Emphasis upon particular subjects will no doubt vary to some extent from grade to grade and class to class, according to the teacher's estimation of the needs of the children.

The program provided by the school librarian in the library resource centre supports all subject areas. The program consists not only of scheduled periods, but also of unscheduled time, when children are free to use library facilities according to individual need.*

7. Flexibility in scheduling is desirable also when changing influences in society affect the curriculum. For example, the provision of time for French in the elementary school should not be affected by the rigidity of timetables.

SUMMARY

In summary, then, a timetable must provide each of the following:

- shorter periods for formal lessons in each of the subjects listed in the curriculum
- longer periods for quiet study and research, for “projects” and “enterprises” and other group work, for special excursions, for creative productions of all kinds, and for physical activity and play.

Only careful long- and short-range planning can make a practical and efficient timetable. When planning, the teacher will have to consider not only each day, but also each week, each month and indeed each year. Finally, the timetable must be continually subject to revision if it is to meet the needs, abilities and interests of developing children.

*A handbook with suggestions for school library development will be published in 1967.

HOMEWORK

1. “These children (pupils in the elementary school) are at a period when vital energies are largely consumed in physical development, and consequently they must have time for rest and recreation. The school has no excuse for infringing upon the right of the children to sufficient time for sleep and play and the right of the home to direct their activities outside of school hours. There can be no doubt that both of these rights are seriously encroached upon by the prescription of homework, ill-chosen in character and excessive in quantity. *For pupils in Grades 1 to 6 there is ample time during the school day to engage in the necessary activities satisfactorily without burdening them with additional school work to be done at home.*”*
2. This should not, of course, prevent out-of-school pursuits taken up by children in their own time as an extension of interests generated in school. But such undertakings should be on a purely *voluntary* basis and motivated by *genuine interest*.
3. In recent years, a variety of pressures have led elementary schools to increase the amount of work given to pupils. In many communities, parental concern has been one of these pressures. There have often been misinterpretations of such slogans as “Excellence,” “Any child can learn anything in some intellectually honest form,” and “Our children must be better educated than we were.” The result has often been that children have been required to do more work, at earlier ages, in an effort to expand a curriculum already overburdened with factual material.
4. *The statement issued in 1937 is clear in its intent and still applicable.* Teachers and principals should examine their practices and, if necessary, discuss with parents the expectations that are held concern-

ing schoolwork. But the decision should be in the best interests of children: *Children should not be deprived of their childhood.*

*Extracts from a circular issued under authority of the Minister of Education in April, 1937.

THE PROGRESS OF PUPILS

INDIVIDUAL DIFFERENCES

1. No two children are alike. They differ in physique, social background, emotional disposition, outlook, tastes, talents, and ambitions. They differ in the rates at which they learn. These differences must be taken into account when evaluating the progress of children in school.
2. The complex nature of personality and the learning process makes evaluation difficult. Learning should be expected to change a child's thinking, feeling, and acting. While such changes may be readily observed in the overt behaviour and actions of pupils, they are more difficult to assess in the realm of thoughts and emotions, of values, tastes, and judgment.
3. All children have the desire to gain recognition in some aspect of school activity. *The school must see to it that every child achieves success in some respect.* The sense of achievement must be put within reach of even the least responsive child. Failure to provide the climate for a pupil's expression of the best of which he is capable will likely result in frustration and consequent aggressiveness. Teachers who think more of their pupils and less of the curriculum will find something to praise in each child's work. A child, by right, has the respect of his teacher, but he needs also to feel that he enjoys the respect of his classmates.
4. It is important to emphasize that the experiences provided for in the elementary school must be designed to meet the psychological needs of the child. They must be designed also to prepare him to meet the situations that will confront him in life. They are intended to aid him in the process of becoming mature, of growing up physically, mentally, and emotionally. The best preparation that the child can have for the demands of later life is a store of individual and group experiences acquired during life at school.

5. "The variation in the attainments of children, in the rates at which they progress, in the depth or extent of the topics they explore, and in the nature of these topics make uniform, external examinations undesirable."*

MODIFYING THE GRADE SYSTEM

1. "If the organization by grades, or the practice of sending children on to a new teacher at the end of each school year, tends to prevent the children from progressing at a rate that is natural to them, or to perpetuate the evils of 'lockstep' promotion, as it may in some schools, thought should be given to modifying the grade organization."*
2. "The most frequent cause of retardation in the past has been failure to meet grade requirements arbitrarily set up, particularly in the fields of reading and arithmetic. It must be recognized that there is no set time or grade level at which every child can be expected to develop the ability to master an arithmetical process or to reach a given standard of reading achievement. The wisdom of retarding a child for a year because of failure in these respects is open to grave questions."*
3. The grade system *has* tended to prevent far too many children from progressing at a rate that is natural to them.† However, some communities have devised modifications of the grade system that have considerably reduced "failure rates." Some schools have maintained the grade system in the flexible manner in which it was originally conceived.

A few systems are now trying flexible schemes of organization which may eventually develop into truly non-graded patterns.

*See *Programme of Studies for Grades 1 to 6 of the Public and Separate Schools*, 1937

†"They're Either Too Young or Too Old," *Curriculum Bulletin No. 1*, Ontario Department of Education, 1965.

4. The interim revised courses have been outlined in a manner that will allow a wide variety of organizational patterns.

While sequences do exist in some subjects, there is not a tightly structured series of consecutive concepts even in mathematics.

Neither concepts nor content should be thought of as pertaining to a particular grade or set time. It follows that textbooks and other teaching materials ought not to be assigned arbitrary grade levels. Numbers on particular texts, e.g., Mathematics 4, Reader Book 3, etc., are intended as sequence designations only. Pupils should be permitted to work at their individual "points of learning," regardless of the attainments of the majority of their age group.

STANDARDS OF ACHIEVEMENT

*"The primary and junior divisions have no business with uniform standards of attainment"**

1. Since each child is different, and teaching must be adapted to individual needs, external standards requiring uniformity of achievement are unrealistic at best and cruel at worst. Progress through the elementary school must not be a matter of time schedules whereby yearly, monthly, or weekly blocks of subject-matter are laid out in a pattern against which children's achievement is measured.
2. Standards of achievement for children aged 6 to 12 should be based on the degree of mastery of concepts and *not on the time taken to achieve that mastery*. Some aspect of almost any concept can be comprehended by any child. A child who understands that $3 + 2$ and $2 + 3$ are really alternate ways of stating 5 has an initial awareness of the more profound concept of commutativity, but to expect him to attain mastery of that concept at a given age shows lack of sensitivity and is unrealistic. Similarly, a child who can trace and describe the trips of Marco Polo on a globe may be years away from the maturity required to understand the significance of the trips to the world of the 13th Century.
3. *Standards* are an integral part of the daily activities of pupils. They are implicit in the nature of the questions asked by the teacher, the quality of the textbooks being used, the behaviour encouraged by the social climate of the school, the type of problem-centred activities engaged in by the pupils, and the ability to reach levels of achievement on tests unrelated to time schedules.
4. Standardized tests of achievement should be used sparingly, and as only one tool in the process of evaluation. Their use should be distinct and separate from the informal short tests recommended in the section below entitled "Pass or Fail?" The principal

reason for the use of a standardized achievement test is to provide a comparison against a norm. A school may be measured against a national norm, a class against a system-wide or national norm, and a child may be measured by the norm established for a school, a system, or the country as a whole.

5. The dangers of grouping several aspects of the achievement of one child into a meaningless average cannot be overemphasized. *"Overall averages" in several subjects are meaningless*. Much more preferable is the degree of individual achievement in a subject as assessed by a competent teacher.
6. *Measurement of a child's progress is primarily intuitive and subjective*. The best "tool" for measurement is observation by the teacher who knows the child, the nature of the subject matter and the psychology of children. Use of written or other kinds of performance tests must always be qualified by an understanding of their limitations.
7. Pupils who transfer from a school should have adequate records of their achievements forwarded.* Pupils who arrive at a "new" school must be given credit for what they have accomplished elsewhere. If problem-centred activity methods are in use in a school, with a wide range of materials available in each classroom, then few problems of disrupted achievement will affect a child's move from school to school.

More important aspects of school transfers are the feelings of insecurity and loneliness that children experience in new, strange surroundings. Special attention for each child who is new to a school should include diagnostic testing, if necessary, but more importantly, careful observation and individual attention.

Teachers who recognize that every child is different adopt flexible teaching methods that suit the transferred child as well as the others. If specific details and narrow concepts are of secondary concern in the elementary classroom, then the education of "new" pupils who have used other kinds of tests and curricula may actually be enhanced rather than hindered.

*See Appendix A — Interprovincial Transfer Form

*See *Programme of Studies for Grades 1 to 6 of the Public and Separate Schools*, 1937

REPORTING TO PARENTS

1. Reporting, in the same manner as examining or testing, should be done primarily in terms of aims and objectives, and may vary with individual children. If the objective is to master the concept of addition in mathematics, then reporting on the degree to which a child has mastered that concept should be done; e.g., "John can add number combinations to approximately 14." Again, in language study: "Mary has read eight library books. Her composition has improved noticeably."
2. *It is impossible to measure the progress of children's learning on a hundred-point scale.* The assignment of "marks" using numbers gives an impression of accuracy and objectivity that is misleading to teachers, parents, and children alike.
3. Only very general comparisons should be reported or, indeed, made at all, as suggested in the preceding section "Standards of Achievement." Some such technique as the following, used once or twice a year, would help parents form a reasonable impression of their child's progress as compared to that of other pupils. Only check marks need be entered.

| General Achievement | | | | | |
|---------------------|--|---------|--|---------------|--|
| Above Average | | Average | | Below Average | |
| | | | | | |

4. A similar section might be used for comparing the child's effort against his assumed ability.

| General Effort | | | | | |
|----------------|--|---------|--|---------------|--|
| Above Average | | Average | | Below Average | |
| | | | | | |

5. Comments as in section 1 above should form the bulk of any report, with the possible addition of samples of the child's work.
6. Parent-teacher discussions of a child's progress, *in terms of the aims and objectives of the courses of study*, will prove helpful to both parties. Such interviews between teacher and parent must be so routine that the child will not view them with any kind of apprehension.

PASS OR FAIL?

1. If the curriculum is properly designed, it should so fit the capacities and interests of children that they will find in the experiences and activities of the classroom a good and sufficient motive for learning.

The unwholesome pressures of examination to determine "promotion" should be removed. A major purpose of testing is to enable the teacher to know what further work may be needed. Once this purpose is served, testing should be reduced to a minimum lest it become an interruption to the real work of the classroom. A beginning teacher should test his pupils frequently and informally in order to learn how to teach, but he should keep in mind three points: too much testing can destroy a pupil's love of the subjects; a test must not be given solely to provide marks; the nature of the tests must be varied to allow the use of many skills.

2. If tests and examinations are designed and administered carefully, they can become opportunities for improvement of learning. Faster students should not be limited by rigid standards, nor should slower students be overwhelmed by too great expectations. *The purposes of tests should be made clear to children and they must be given precise explanations of how and why the results will be used.*
3. Short tests, each concerned basically with only a single concept, are useful evaluation devices. For example, a series of questions might be arranged in order of increasing difficulty, or size, or complexity. These short tests determine the degree of a child's mastery of one topic or skill or other single aspect of a course. Both teachers and pupils make use of such instruments: teachers for the purpose of improving instruction, and pupils for self-diagnosis. A desirable attitude toward measuring their own achievement may thus be generated in pupils.
4. Another useful device is observing student behaviour and recording incidents in anecdotal form. Teachers should take account of only significant incidents when making such notes on pupils' records, *and should avoid listing misdemeanours.*
5. *It is unnecessary to devote the month of June to drill and examinations.* In June, as in September, the children should be enjoying new experiences and engaging in new activities instead of reviewing factual matter for the sole purpose of reproducing it on an examination. Some teachers find that in some subject areas, examinations are quite unnecessary.
6. The concepts of acceleration and retardation have no meaning when children are able to pursue their interests according to their own capabilities. Classrooms should allow a variety of flexible groupings of children and should contain a variety of learning materials, including textbooks, at many levels of difficulty. Under such conditions, enrichment takes place as a natural process. In the approach implied above, many facts will be learned, perhaps even more than heretofore, but the facts will be a part of the processes of learning, not the end-products of a teaching-learning-evaluating sequence.

7. *Movement from grade to grade ought not be a matter of "pass or fail" but of continuous progress.*

EVALUATING IN TERMS OF AIMS*

"The flexibility of the curriculum and the necessary abandonment of uniform examinations in the elementary grades oblige teachers to give serious consideration to appraisal. Teachers need to evaluate the results of their efforts to develop in their pupils useful *abilities*, desirable *interests*, and acceptable *attitudes*. The problem is, of course, an individual one. The teacher's evaluation must in many particulars be related to his situation. There are, however, certain general factors that may enter into any such appraisal.

- "1. The teacher should be sure that his pupils are living in clean, cheerful surroundings, cultivating desirable health habits, and developing proper attitudes towards health.
- "2. The teacher should satisfy himself that his pupils are acquiring skills. Do they read with ease and comprehension? Can they read aloud, recite verse, or play roles so that their auditors grasp the author's ideas and emotions? Do they express their own thoughts clearly in speaking and in writing? Is their handwriting legible? Have they reasonable facility in the use of numbers for ordinary purposes? Do they recognize good tone and sing with enjoyment? Are they gaining in power to express their ideas in some form of art? Do they play various outdoor and indoor games spontaneously?
- "3. The teacher should be concerned about the interests and attitudes his pupils are developing in their work and play. Are they genuinely interested in the reading they are doing and in the activities connected with social studies and natural science? Are they thus acquiring interest in an ever-widening world and in the fuller understanding of it? Does this interest manifest itself in independent reading, in worthwhile enterprises, and in some creative form?
- "4. *Only when the child has expressed in a creative, original, and personal way the skills he has acquired and the facts he has gained, has the cycle of the learning process been completed.* (Italics added, 1967.)
- "5. The foregoing factors provide a starting point only for what should be a continuing study by teachers of the criteria for testing and reporting pupil progress. *Devising and revising such criteria, always in terms of aims and objectives of the curriculum, should be the purpose of in-service work by groups of teachers in every school and system.*" (Italics added, 1967.)

*Extract from *The Programme of Studies for Grades 1 to 6 of the Public and Separate Schools*, issued by authority of the Minister of Education in 1937.

APPENDIX

SUGGESTED INTER-PROVINCIAL TRANSFER FORM

To assist in rapid and effective placement, the principal is requested to complete this form when a pupil leaves to transfer to another school-system, particularly in the case of inter-provincial transfer. Circle appropriate items.

PUPIL TRANSFER LETTER

Date_____

This letter is to introduce_____

The information provided below is to assist you and your staff in welcoming and placing the above-named pupil in your school to his/her educational advantage.

It is hoped that this transfer letter, which has been adopted for use in provinces in Canada, will help pupils, parents and teachers to ensure the continued educational progress of students transferring from one school-system to another.

Student's Name in full_____Date of birth_____

| | | |
|--|-----------|----------------------|
| Last grade <i>completed</i> _____ | | Date completed _____ |
| Grade in which enrolled: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. | | |
| Last date attended here_____ | | |
| Approximate number of days attended this grade_____ | | |
| If pupil taking other than the regular course, comment or describe: | | |
| Group placement in grade, if applicable: | low_____ | average_____ |
| | high_____ | |
| Comment:_____ | | |
| Special class, if applicable: (describe – e.g., slow-learner, handicapped, occupational, terminal, etc.) | | |
| | | |

| | | | |
|--|------------------|------------------|---------------|
| If applicable, type of secondary program (proposed, now being followed): university entrance, non-university entrance, vocational, technical, commercial, etc. | | | |
| Comment for clarity: | | | |
| Scholastic performance: | above average | average | below average |
| Work habits: | above average | average | below average |
| If identified: | best subjects | | |
| | weakest subjects | | |
| This pupil progressed slowly or repeated a grade, progressed normally at a grade per year, skipped a grade or was accelerated as follows: (Indicate year/s and grade/s or otherwise describe) | | | |
| | | | |
| Physical conditions affecting classroom seating: | | sight hearing | |
| Special interests | | | |
| | | | |
| Pupil's plans if known | | | |
| | | | |
| Pupil cumulative record (is available, is not available) on request. | | | |
| | | | |
| To Principal | | From Principal | |
| School | | | |
| Address | | | |
| Pupil's Name in full | | | |
| As the above-named pupil has transferred to this school please forward to me his cumulative record. | | | |

Type, or Geography and Type, or combined etc.; Home Economics Foods, or Clothing, etc.; Mathematics — Algebra, or Geometry, or Trigonometry, or Vocational Mathematics, or Business Arithmetic, etc.; Science — General, or Chemistry, or Physics, etc.). Give data also to show background in subject (e.g., Chemistry 91 — Grade 11 or 12 preceded by two years' General Science in 9, 10; Mathematics 20 — Grade 10 combined Algebra, Geometry preceded by General Mathematics Grade 9).

For achievement use: 1 — above average; 2 — average; 3 — below average; 4 — fail.

[illegible]

